The Effectiveness of Reality Therapy in Reducing Self-alienation among Students in the Syrian Refugee-camp Schools in Al-Mafraq, Jordan

Nayef Alhamad *

Abstract: This study aims at highlighting psychological alienation as a serious phenomenon in Syrian refugee students in Al-Mafraq, Jordan. The study seeked to verify the effectiveness of realistic therapy in reducing self-alienation among students in the Syrian refugee-camp schools. This study was conducted during the first term of the 2019/2020 school year. The study sample consisted of (N=18) students in the Syrian refugee-camp schools, It was divided into two groups (an experimental group of (N =9) students and a control group of (N=9) students). The study used the self-alienation scale and a counseling program in realistic therapy. The study results revealed the effectiveness of realistic therapy in reducing self-alienation among students in the Syrian refugee-camp schools. The study result also indicated that improvement continued among the members of the experimental group after a month of follow-up. Based on the study results, the researcher recommends conducting similar and experimental studies on psychological counseling to identify and treat phenomenon, on different samples.

(**Keywords**: Self- Alienation, Reality Therapy, Students of Syrian Refugee-Camp Schools)

فاعلية العلاج بالواقع في خفض الاغتراب النفسي لدى الطلبة في مدارس مخيم اللاجئين السوريين في المفرق- الأردن

نايف الحمد ، جامعة البلقاء التطبيقية ، الأردن.

ملخص: تسلط هذه الدراسة الضوء على الاغتراب النفسي كظاهرة خطيرة على الطلاب السوريين اللاجئين في المفرق-الأردن. واستهدفت الدراسة الكشف عن فاعلية العلاج بالواقع في خفض الاغتراب النفسي لدى الطلبة في مدارس مخيم اللاجئين السوريين بمدينة المفرق-الأردن، في الفصل الأول للعام الدراسي 2019/2020. وتألفت عينة الدراسة من (18) طالبًا في مدارس مخيم اللاجئين السوريين، قسموا إلى مجموعتين: مجموعة تجريبية تألفت من (9) طلاب، ومجموعة ضابطة تكونت من (9) طلاب. واستخدمت الدراسة مقياس الاغتراب النفسي وبرنامجًا إرشاديًا في العلاج بالواقع. وتوصلت الدراسة في نتائجها إلى فاعلية العلاج بالواقع في خفض الاغتراب النفسي لدى الطلاب في مدارس مخيم اللاجئين السوريين. كما استمر التحسّن لدى أعضاء المجموعة التجريبية بعد شهر من المتابعة، وبناءً على نتائج الدراسة، يوصي الباحث بإجراء دراسات مماثلة وتجريبية في الإرشاد النفسي للوقوف على هذه الظاهرة ومعالجتها، وعلى عينات مختلفة.

(**الكلمات المفتاحية**: العلاج بالواقع، الاغتراب النفسي، الطلبة، اللاجئون السوريون)

Introduction

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Self-alienation expresses human psychological pain, which embarks feelings of anxiety, frustration and self-incompatibility, where feeling psychologically alienated will be a result of psychological factors associated with a person's growth and various social factors. Self-alienation is considered the most common problem suffered by Syrian refugee students, where the health and psychological condition of students at the Syrian refugee camp have become a concern for humanitarian organizations in general and the UNICEF in specific. Students are separated from their families in Syria and they lack the ideal environment at the refugee camp to refine their personality and follow their developmental stages, where their environment and family surroundings have changed in terms of customs and traditions by living in the refugee camp, Self-alienation may be caused by psychological disorders, such as concerns about relatives who have been dispersed to other camps, moved to other countries or those who are still inside Syria and may have been exposed to torture or killed due to terrorism in their own country. Sudden and forced displacement of humans from the place that represents their privacy and memories creates a fierce shock as well as a painful experience that confuses their psychological balance.

Theoretical Framework

Since the outbreak of war in Syria in 2011, more than 9 million Syrians have been displaced (UNICEF). The number of registered Syrian refugees in Jordan currently stands at around (660,000), Around 30 percent of Syrian refugees in Jordan currently live in designated camps and the governorate of Al-Mafraq alone hosts over three-quarters of the Syrian refugee population in Jordan (Tiltnes, Zhang & Pedersen, 2019).

The conflict has devastated the lives of a generation of young people. Recently, several studies addressed mental disorders, depression and tension among refugee groups who arrived to Europe and the United States.

The United Nations said that the refugees suffer serious diseases, where most of the refugees experienced extreme stress for long periods, which made them move to a devastating status (Filippo, 2016). Refugee students suffer from psychological problems, where the shock of bloody images in Syria and the poor living conditions in the refugee camps made the immunity of these students fragile in front of the different type of symptoms, such as depression, permanent fear and tension (UNICEF). The phenomenon of psychological alienation among students is represented in the internal psychological self-conflict and the social, cultural and economic problems of the age we live, where changes, developments and armed wars led to changes in the personality of the students and their view of future life (Kocayoruk & Simsek, 2015). Rababa & Smadi found that the level of psychological alienation among a sample of Syrian refugee students in the secondary stage was medium (Rababa & Smadi, 2020).

Self-alienation refers to the situation in which personality is exposed to disintegration, weakness (Daniel, 2016), exhaustion and dissociation from oneself, where individuals are separated from their own feelings, desires, beliefs and energies, thereby losing their sense of self (Karpiak & Spilis, 2019). Self-alienation is a phenomenon that may be social in origin and roots and its symptoms are psychological and behavioral and appear in the poor compatibility of the human being with the reality, so that individuals become strange to themselves and to their reality, which affects the personality of individuals, their methods of thinking, leading them to make and the mistakes (Al-Shazely,2008) and influencing the beliefs of individuals about themselves and the others, as well as the circumstances and attitudes that interact with an individual as a student (Karpiak & Spilis, 2019). Self- alienation also refers to the distorted growth of human personality, where the personality loses the elements of integrated feeling of existence and permanence (Hodge, 2014).

Cases of psychological disorders or contradictions are considered a form of foreign crisis that infects the person and includes different meanings, such as pessimism, tension and psychological conflicts due to the psychological pressures that happen to the person (Zahran, 2004). Therefore, self- alienation will look like the rejection of cultural, social and political principles, non-belonging (Chubdari, Farangis & Pezeshk, 2015) escape and withdrawal from responsibility and losing their identity so that the society does not benefit from the abilities of individuals (Alfred & Mervyn, 2005).

Self-alienation among students in this important stage is a problem that floats on the surface (Cliver & Lioman, 2018) and appers through disorderly behaviors, such as social withdrawal, lack of participation in social responsibility, self-centeredness and closure around the goals' circle (Khairi, 2006). It also includes a number of psychosocial disorders and psychological symptoms represented in the personality disorder and self-loathing (Legg, 2018), due to lack of psychological adaptation to society, lack of cohesion and poor belonging, values and security (Brown, Higgins & Paulsen, 2003a).

Frankl believes that human alienation is due to failure in finding a true meaning and purpose of one's life (Frankl, 2010), which appears through feeling bored, loss of self-confidence, feeling lost, feeling strange to oneself, not finding oneself as the center of his/her world and being out of contact with oneself and with others (Frankl, 2013). Nelson & O'Donohue believe that "alienation can be seen as a crisis of personal identity, in which there is tension between the inner or 'true' self and the demands of modern organizational life" (Nelson & O'Donohue, 2006; 3). Powerlessness refers to the low sensed ability to control outcomes (Lopez, 2019).

Psychological Alienation Dimensions

Powerlessness: A person suffers from alienation in the form of powerlessness when he/she is conscious of the gap between what he/she would like to do and what he/she feels capable of doing (Lopez, 2019).

Meaninglessness: The individual's sense of misunderstanding events in which he/she is engaged, characterized by a low expectancy of that satisfactory predictions about the future outcomes of behavior can be made.

Normlessness: It refers to the situation in which the social norms regulating individual conduct have broken down or are no longer effective as rules for behavior. It also refers to the inability to identify with the dominant values of the society or rather with what are perceived to be the dominant values of the society, As a result, the individual

experiences a state called normlessness (Lopez, 2019).

Social Isolation: It refers to the feeling of being segregated from one's community. With increased isolation, much of our daily interactions are with those who are strangers to us and with whom we lack any ongoing social relationships (Lopez, 2019).

Culture Estrangement; The person says: My culture's values aren't mine. It refers to the individual's rejection of, or sense of removal from, dominant social

values (Rokach, 2004). The culturally estranged individual feels that his/her ideas and opinions about the important as well as everyday affairs are different from those of other people. He/she feels himself/herself maladjusted, hence unable to actively participate in the community life. When he/she finds his/her ideas inconsistent with those of the masses, the individual is sufficiently secure in his/her judgment of self to be independent of his/her values (David, 2007).

Self-estrangement: It is the end result and thus the heart of psychological alienation, which is the psychological state of denying one's own interests (David, 2007), It could be characterized as a feeling of having become a stranger to oneself, or to some parts of oneself, or alternatively as a problem of self-knowledge or authenticity (Lopez, 2019).

Reality treatment is considered by William Glasser as one of the modern psychological treatment methods in light of the choice theory, which is the latest thing presented in the field of mental health in general and psychotherapy in particular (Glasser,1998). It aims at making the guided person aware of the behavior, control it, judge it and evaluate it, as well as helping individuals reconnect with others through a treatment plan (Law & Guo, 2013).

Realistic therapy is a method of counseling used to create meaningful habits and through this relationship, people will learn skills that help them find happiness (Wubbolding, Brickell, Imhof, Kim, Lojk & Al-Rashidi, 2004).

Glasser mentioned a definition for reality therapy as the treatment that leads guided people towards reality and adheres to success in the physical and mental aspects of the real world (Glasser,1998), by helping them face reality and

satisfy their needs in responsible ways (Vahidiborji, Jadidi & Donyavi, 2017). Therefore, it considers a special type of learning and training through which the counselor tries to achieve in a relatively short period what needs to be achieved and established during the period of natural growth (Fereydouni, Omidi & Tamannaeifar, 2019).

Realistic Therapy

Reality therapy is intended to help pupils identify their unmet needs and guide them through making plans and setting goals to fulfill these needs. It aims to help them through making responsible decisions that bring them closer to their goals (Glasser, 2010a). William Glasser holds that emphasis is placed on the individual. An underlying assumption of the theory is that we cannot change other people and that the only thing that we can control is ourselves. Reality therapy is based on the idea that our lives are the product of the choices we make and nothing more, where no one denies that our choices impact our lives, The role of reality therapy is to help humans focus on what they can do and steer them away from focusing on their past, in addition to helping them recognize the behavior that is irresponsible. Reality therapy allows individuals to focus their energy on changing their thoughts and behaviors, as well as avoiding criticizing, blaming and comparing themselves to others (Glasser, 2010b).

Basic Concepts of Realistic Therapy

Responsibility: It is the individuals' responsibility to satisfy their needs, represented in physiological needs, such as the need for security, the need for love, the need for respect and the need for self-esteem. Responsibility includes the individuals' concerns during satisfying their needs to enable others to satisfy their needs, where irresponsible behavior leads to mental illness (Glasser,1998).

Reality: It's a real-life emotional experience in the present, away from idealism, imagination or dreams, where the normal person accepts the reality regardless of the accompanying circumstances, where the denial of reality partly or totally is the result of a behavior disorder and therefore, strengthening the reality is requires by the counselor (Fereydouni, Omidi & Tamannaeifar, 2019).

Right & Wrong: It refers to the ability of a person to do right things and avoid doing wrong things (Vahidiborji et al., 2017), meaning that it's a

standardized ethical principle that defines normal and unmoral behaviors and aims to investigate a successful social life away from disorder and failure (Alhamad & Al-Moumani, 2014).

Reality therapy has been shown to be effective and can be used to help school psychologists treat students with emotional and behavioral disturbances (Wubbolding, 2000), develop positive therapeutic relationships and improve students' self-esteem (Mason & Duba, 2009; Passaro, Moon, Wiest & Wong, 2004). It is effective in treating people with post-traumatic stress disorders (Prenzlau, 2006).

Several studies have been conducted to analy and explore the phenomenon of psychological alienation in different societies and samples, where these studies tried to analyze and interpret this phenomenon. The study of Rababa & Smadi (2020) aimed to identify the level of psychological alienation in a sample of Syrian refugee female students in the secondary stage in Jordan, in the school year 2017/2018, The study sample consisted of (600) Syrian refugee students and the measure of psychological alienation the researchers was applied. The study found that the level of psychological alienation among female students was medium.

The study of Al Rajhi & Alkhalili (2020) aimed to identify the predictive effects of educational and health stress on Sultan Qaboos University students' feeling of alienation, The study sample consisted of 482 students. The study measured the level of alienation based on four domains, The study results revealed that the rates of alienation and stress were generally low. The results indicated that educational stress was able to predict all the domains of alienation.

The study of Fereydouni, Omidi & Tamannaeifar (2019) examined the effect of choice-theory education on the happiness and self-esteem in university students, the study sample consisted of 30 students. The subjects were randomly selected and assigned to the experimental and control groups by convenience-sampling technique, The happiness questionnaire and the self-esteem scale were used. After implementing the post-test, the findings indicated that the treatment program effectively increased the test group members' happiness and self-esteem.

The study of Al-Shareef (2018) aimed to identify the prevalence level of psychological-alienation phenomenon among university students and their thinking patterns. The study sample consisted of 369 male and female students and the psychological-alienation scale with its dimensions was used, in addition to the thinking patterns' scale. The results found that most of the students suffer from high alienation and students who live in the city are more vulnerable to feelings of psychological alienation. The results also found no relationship between gender and psychological alienation, but found a positive correlation between psychological alienation and thinking patterns used by students.

The study of Dokhan & Hatheeq (2017) addressed psychological alienation among Algerian and non-Algerian university students. The results found that the degrees of psychological alienation were between medium and low among students and there were no differences in alienation between students due to gender. The Study of Vahidiborji et al. (2017) examined the effectiveness of reality therapy in the adjustment of female adolescents with anxiety. The population of the research include all female students of high schools in Shirvan city. The results indicated the effectiveness of reality therapy in increasing the overall consistency, as well as emotional, social and educational adjustment in the experimental group compared with the control group.

The study of Hajhosseini, Gholamali-Lavasani & Beheshti (2017) was an attempt to shed light on the effects of group counseling based on reality therapy on behavioral self-regulation of students, The population of the study included students studying in the first grade of high schools in Zaveh County. The results revealed significant differences between the two groups in terms of both academic procrastination and behavioral self-regulation.

The study of Farnoodian (2016) aimed at examining the effectiveness of group reality therapy in improving the students' mental health and self-esteem. 20 students in the group reality therapy and 20 more students were in the control group. The results indicated that the average mental health scores in the experimental group's post-test are lower than those in the post-test of the control group, concluding that group reality therapy is influential in promoting the mental health and self-esteem of students.

The study of Bleardoh (2016) aimed to identify the reality of psycho-sociological alienation in Syrian refugees in Algeria. The descriptive analytical approach has been selected, using a questionnaire administered to 190 Syrian refugees, the results study found that Syrian refugees in Algeria suffer from a high level psycho-sociological alienation.

The study of Al-Arab & Al-Rawashdeh (2016) aimed to identify the causes and manifestations of social alienation from the standpoint of students, The study found that university students live in a state of alienation, caused by failure to activate the role of youth in the university and the society, the absence of programs and activities that help them discover their capabilities, with no differences in alienation due to gender.

The study of Borese (2014) aimed to detect the degree of self-alienation among a sample of Syrian refugees in Algeria. To achieve this objective, the case-study approach was used, which included the clinical observation. The scale of psychological alienation has been applied to 4 cases of Syrian refugees. The study concluded that Syrian refugees suffer from a medium degree of psychological alienation.

Al-Aqeel (2014) conducted a study aiming at identifying the phenomenon of psychological alienation among a sample of Syrian refugees in Jordan. The sample consisted of 251 refugeef. The researcher used the psychological-alienation scale. The results showed an average degree of psychological alienation among Syrian refugees, as well as the presence of differences between males and females on the scale of psychological alienation in favor of females.

The spread of self-alienation phenomenon is clearly noticed recently among Syrian refugee students, due to the outcomes of war and political, social and economic crises that ravage their lives, The study of Rababa & Smadi (2020) found that the level of psychological alienation among a sample of Syrian refugee students in the secondary stage was medium. Psychological alienation represents a psychological situation experienced by Syrian refugee students, as a result of the circumstances they're going through. It is considered one of the problems that should be studied to prevent its spread and reduce its negative effects on Syrian refugee students.

It is noticed through reviewing previous studies that there are studies that have dealt with the subject of psychological alienation and its relationship to various variables (Al Rajhi & Alkhalili, 2020; Al-Arab & Al-Rawashdeh,2016; Al-Shareef, 2018). Some studies dealt with the variable of psychological alienation among Syrian refugees (Rababa & Smadi,2020; Al-Aqeel, 2014; Borese,2014; Bleardoh,2016), while other studies dealt with reality therapy (Hajhosseini, Gholamali-Lavasani & Beheshti, 2017; Farnoodian, 2016; Vahidiborji et al., 2017; Dokhan & Hatheeq, 2017; Fereydouni, Omidi & Tamannaeifar, 2019). This prompted the researcher to conduct this applied study - different from previous studie- on examining the effectiveness of realistic therapy in treating psychological alienation among Syrian refugee students.

Study Problem

Syrian refugees have been exposed to difficult circumstances during their asylum journey, where they were moving from one place to another to escape from horror of war and to search for safety. Refugees suffer from alienation, anxiety and stress due to the threat of their lives during the pre-asylum period and suffer from a continuous accumulation of shocking experiences after asylum, in addition to lack of adaptation to the new place, negatively affecting the mental health of students. The mental health of Syrian refugee students creates a challenge for humanitarian organizations, where most refugees who run away from the hell of war suffer from high long-term stress, which makes alienation levels generally high. The study of Borese (2014) indicated Syrian refugees suffering from a medium degree of psychological alienation.

In Syrian refugee camps, there is a reason for various psychological disorders. Even if refugees who live inside the camps are protected from violence, they remain exposed to psychological alienation, due to adaptive, emotional and personal problems. The results of the study of Al-Aqeel (2014) showed that the degree of psychological alienation among Syrian refugees is an average degree. This appears through unacceptable behaviors that lead to disorders and helplessness caused by the reflection of political, social, intellectual, ethical and life-threatening problems, in addition problems of war as well as the changes that happen in culture and values, making them unable to overcome difficulties of life. The study

of Bleardoh (2016) found That Syrian refugees in Algeria suffer from a high level of psycho-sociological alienation.

The study of Rababa & Smadi (2020) found that the level of psychological alienation among Syrian refugee students was medium. It recommended the necessity of building guidance and therapeutic programs to address the phenomenon of expatriation among refugee students. The study of Momani & Oudat (2020) attempted to reveal the level of mental health among Syrian refugees in Jordan. The results showed that the level of mental health among Syrian refugees was moderate. In light of the above, the study problem is represented in the following question: What is the effectiveness of reality therapy in reducing psychological alienation among students in the schools of the Syrian refugee camp in Al-Mafraq in Jordan?

Study Significance

The Theoretical Significance

The interest in studying self-alienation phenomenon is attributed to its indications that may express the crisis of refugee pupils' lives, their suffering and their conflicts which result from physical aspects, values and principles that led them to view this life as being strange to them, feel no belonging to it and gradually move away from the intimate human relationships that connect them to others.

The importance of this study is represented in investigating the health and psychological situation of students at Al-Zaatari Syrian-refugee camp due to their suffering by being separated from their families in Syria and losing the perfect environment in the refugee camp to adjust their personality and follow their developmental stages, where their environment and family surroundings have changed in terms of customs and traditions. Pupils also suffer from psychological problems, where the horror of the bloody picture in Syria and the poor living situation in the camp have made the immunity of these pupils vulnerable to the symptoms of psychological alienation, permanent fear and tension.

The interest in studying the psychological-alienation phenomenon is also attributed to its indications that may express the crisis of refugee students' lives and their suffering. The study of Rababa & Smadi (2020) found that the level of

psychological alienation among Syrian refugee students was medium.

This phenomenon can also be attributed to the conflicts which result from physical aspects, values and principles, leading them to view this life as being strange to them, feel no belonging to it and gradually move away from the intimate human relationships that connect them to others.

Applied Significance

This study is considered a contribution that may benefit specialists in mental health, guidance and educational counseling and help researchers and humanitarian organizations working in Syrian-refugee camps be aware of the size of this phenomenon and its effects on pupils and benefit from the results in building guidance and therapeutic programs to address the phenomenon of expatriation among refugee pupils. The study of Farnoodian (2016) concluded that group reality therapy is influential in promoting the mental health of students.

Study Hypotheses

First Hypothesis: There are statistically significant differences between the arithmetic means of degree ranks of the experimental group and those of the control group on the psychological alienation scale in the post-evaluation, for the benefit of the experimental group.

Second Hypothesis: There are no statistically significant differences between the arithmetic means of degree ranks of the post-evaluation and the tracing scale for the experimental group on the psychological-alienation scale.

Study Terms

Psychological Alienation: A form of experience practiced by the individual, where he/she feels strange to himself /herself and does not find himself /herself as the center of his / her world. It's the separation of an individual from himself / herself, his/her own feelings, desires and energies, which negatively affects his/her thoughts about himself/herself and the others and leads to personal and social psychological problems, the distortion of social standards that govern the individual's behavior, rebellion and pessimism (Donnell, Deborah, Schwab & Vladislav, 2006).

It's known procedurally as the overall degree that the respondent receives on the psychological alienation scale.

Realistic Therapy: A process of education and learning that aims to help the student satisfy his needs according to the concepts of responsibility, reality, rightness and behavior awareness, as well as controlling, judging and evaluating his/her behavior (Glasser,1998), as well as selecting better behavioral alternatives which enable him/her to indulge in a life that gives him/her self-esteem, and makes him feel the ability to succeed through a treatment plan based on the techniques of realistic treatment (Law & Guo, 2013). It's known procedurally as the integration with others and achieving the guide's or counselor's goals in helping the student realize and enjoy happiness in different things in his/her life.

Study Limits & Determinants

The study is limited to a sample of Syrian refugee students at Al-Zaatari camp in Al-Mafraq governorate, Jordan and was conducted during the (2019/2020) academic year. It is also determined by the tool used to collect data and its reliability and validity degrees.

Method

Methodology

The study used the semi-experimental approach.

Participants

The study population consisted of the Syrian refugee students at Al-Zaatari camp schools in Al-Mafraq governorate, The number of students is estimated at 21,000 students, distributed in 32 schools, for the academic year (2019/2020). The study sample consisted of (18) students at the higher basic level.

Sample Selection

– The researcher chose 12 schools in the Syrian refugee camp.

– The researcher applied the self-alienation scale on 329 pupils who were randomly chosen from the Syrian-refugee camp schools.

– Pupils who received the highest scores on the self- alienation scale were intentionally selected, 18 pupils were the highest scores on the self-alienation scale.

Measure

Psychological Alienation Scale: The psychological-alienation scale contains 6 dimensions and (35) items |(Powerlessness: 6 items, Meaninglessness: 7 items, Normlessness: 6 items, Social isolation: 6 items, Culture estrangement: 5 items, Self-estrangement: 5 items). Each item has four alternatives, where the response always was given the degree (4), often was given the degree (3), rarely was given the degree (2) and never was given the degree (1).

Facial Validity

The researcher presented the scale to (5) arbitrators in psychology, psychological counseling and measurement and evaluation to determine the appropriateness of each item in it, the validity of language formulation, the belonging degree of the items to the scale, in addition to suggesting any addition or deletion of any phrase. The agreement ratio was 100% on the appropriateness of the scale to measure the phenomenon of psychological alienation.

Construct Validity

To verify the validity of the scale structure, the values of corrected correlation coefficients for the item connection with the scale as a whole were calculated and are shown in Table (1). The corrected correlation coefficient values for the scale dimensions with the scale as a whole are shown in Table (2).

Table (1)

Corrected correlation coefficient values for item connection with the scale as a whole

Item No.	Correlation	Item No.	Correlation	Item No.	Correlation
1	0.31	13	0.34	25	0.47
2	0.45	14	0.36	26	0.25
3	0.36	15	0.53	27	0.24
4	0.39	16	0.32	28	0.38
5	0.47	17	0.46	29	0.51
6	0.28	18	0.37	30	0.52

Item No.	Correlation	Item No.	Correlation	Item No.	Correlation
7	0.40	19	0.39	31	0.34
8	0.39	20	0.31	32	0.28
9	0.50	21	0.25	33	0.27
10	0.28	22	0.22	34	0.35
11	0.30	23	0.41	35	0.28
12	0.37	24	0.39		

It id noticed from Table (1) that all the corrected correlation coefficient values are statistically significant at (0.01).

Table (2)

Corrected correlation coefficient values for the scale dimensions with the scale as a whole.

Scale dimensions	1	2	3	4	5	6	as a whole
1-Powerlessness	0.65						
2- Meaninglessness	0.61	0.41					
3- Normlessness	0.55	0.60	0.60				
4- Social isolation	0.44	0.46	0.67	0.57			
5- Culture estrangement	0.58	0.56	0.49	0.48	0.63		
6- Self-estrangement	0.59	0.43	0.47	0.68	0.41	0.65	
Scale as a whole	0.47	0.64	0.66	0.57	0.41	0.43	0.64

It is noticed from Table (2) that all the corrected correlation coefficient values for the scale dimensions with the scale as a whole are statistically significant at (0.01).

Study-scale Reliability

The researcher verified the reliability of the study scale by using Cornbach alpha coefficient for internal consistency and used the Pearson test-retest reliability coefficient method on an exploratory sample of 31 students from inside the study population and from outside the study sample. The results appear in Table (3).

Table (3)

Cornbach's alpha coefficients for internal consistency and Pearson test-retest reliability coefficients

Dimensions	Pearson test-retest	Cornbach's Alpha
1-Powerlessness	0.76	0.81
2- Meaninglessness	0.88	0.84
3- Normlessness	0.84	0.85
4- Social isolation	0.71	0.82
5- Culture estrangement	0.77	0.88
6- Self-estrangement	0.83	0.89
as a whole	0.830	0.871

It is noticed from Table (3) that internal consistency Cornbach's alpha coefficient for the scale as a whole amounted to (0.871), while the Pearson test-retest reliability coefficient for the scale as a whole amounted to (0.830).

Selection and Implementation of Program Activities

– Therapeutic collective counseling was implemented according to the realistic therapy method and the researcher was able to conduct (11) counseling sessions of one and a half hours per session.

– The program included a number of activities in accordance with the style, strategies and techniques of realistic therapy.

Program Validity

The program was presented to (6) experts and specialists in education and psychology to find out the appropriateness level of the activities and

events used to achieve the goals. The program obtained a high agreement percentage of (90%). The researcher made modifications on the program according to the observations and remarks made by the experts, in order to reach the required level of appropriateness of the program.

Counseling-program Implementation

After selecting the research sample, identifying the semi-experimental design and preparing the adopted tools and techniques, the researcher performed the following procedure:

− Pupils who received the highest scores on the self- alienation scale were intentionally selected. 18 pupils were the highest scorers on the self-alienation scale.

− 18 pupils were randomly and evenly divided into two groups: 9 students in the experimental group and 9 students in the control group.

− The researcher met with the students in the experimental group to get to know them and make them aware of the nature of counseling work and its ethics. He also agreed with them on the location and time of the counseling sessions.

− The number of counseling sessions for the experimental group was specified at (10) sessions (Table (4)), with two sessions per week. The members of the experimental group were asked to keep whatever goes on during the counseling sessions confidential.

− The counseling program was implemented in the academic year2019/2020, during the period (10/2019-12/2019).

The researcher conducted the equivalence test between the students in the two groups (experimental and control) on the psychological-alienation scale before implementing the counseling program. To confirm the parity of the two groups, the researcher used the Mann-Whitney test for two independent samples, where the calculated value amounted to (68.3) which is greater than the tabulated value of (40). Therefore, the test didn't show statistically significant differences and indicated that the two groups are homogeneous in the degree of psychological alienation at the pre-evaluation test.

Table (4)

Contents of the sessions (group counseling based on reality therapy).

Session	Purpose and Content
1	Creating an emotional relation among the members and counselor, stating participation rules and objectives: necessity of regular attendance and confidentiality, explaining advantages of group counseling and strengthening a feeling of belonging to the group among the members.
2	Familiarity with reality therapy; five basic needs presented (survival, love & belonging, power, freedom and fun) were explained with examples and the way they might influence our life was also clarified, as well as training on the skill of focusing and controlling behavior.
3 + 4	Explanation about and elaboration of self-alienation: Powerlessness, Meaninglessness, Normlessness, Social, isolation, Culture estrangement, Self-estrangement.
5	Teaching the components of human's behavior to members: Talking about general behavior and its components, including action, thinking and feeling, clarifying importance of the members' choices and responsibilities that they should take for their choices was also emphasized.
6	Strategies to formulate a new behavior: The pupils were helped to learn methods and techniques based on reality therapy so as to replace their wrong choices with correct ones.
7	Developing responsibility and cooperation spirit: the members' problems were brought up considering their wishes, current actions, determination of the path, assessment of measures and planning to achieve the intended goals.
8	Familiarity with reality therapy: Reality, Responsibility, Right & Wrong, Behavior and Disorders.

Session	Purpose and Content
9	Reviewing previous sessions, conclusions> A summary of sessions was reviewed and the group members made conclusions with the counselor's assistance.
10	Applying the posttest.

Results

Results of first hypothesis, which states: "There are statistically significant differences between the arithmetic means of degree ranks of the experimental group and those of the control group on the psychological-alienation scale in the post-evaluation, for the benefit of the experimental group".

To validate this hypothesis, the researcher used Mann-Whitney test to calculate the significant differences between the arithmetic means of degree ranks of the experimental group and those of the control group on the self- alienation scale n all dimensions, as shown in Table (5).

Table (5)

Results of Mann-Whitney test to make a comparison between the arithmetic means of degree ranks of the experimental group and those of the control group.

Group	N	Mean Rank	Sum of Ranks	U	Z	Sig.
Experimental	9	6.14	66	0.00	3.95	0.000
Control	9	17.09	187			

It's clear from Table (5) that the Z-value is significant at a level of (0.01) in the self-alienation scale as whole and its dimensions, which shows the existence of significant differences between the experimental group member and the control group member in the post-evaluation, in favor of the experimental group member, where the level of self- alienation of the experimental group decreased compared with that of the control group, which indicates the acceptance of the first hypothesis.

The researcher also calculated the effect size. Eta-squared ($\eta2$) values are shown in Table (6).

Table (6)

Eta-squared ($\eta2$) results.

Variables	Change sources	Sig.	Eta-squared ($\eta2$)
Self-alienation	Pre-test	0.001	0.14
(6 dimensions)	Groups		0.880

The results indicate that the F-value (F= 65.02) at a significance level of (0.001). Eta-squared was (0.88). Based on the results, reality therapy is found to be effective in reducing the self- alienation of the students.

Results of second hypothesis, which states: "There are no statistically significant differences between the arithmetic means of degree ranks of the post-evaluation and the tracing scale for the experimental group on the psychological alienation scale".

To validate this hypothesis, the researcher used Wilcoxon signed ranks test to calculate the significant differences between the arithmetic means of degree ranks of the post-evaluation and the tracing scale for the experimental group on the psychological-alienation scale, as shown in Table (7).

Table (7)

Results of Wilcoxon signed ranks test to make a comparison between the degrees of the experimental group in the post-evaluation and the tracing scale on the psychological-alienation scale.

Test	N	Mean Rank	Sum of Ranks	Z	Sig.
Post-evaluation	9	6.62	26.49	0.103	0.971
Traceable Scale	9	4.75	28.50		

It is clear from Table (7) that the Z-value isn't statistically significant, which indicates the non-existence of statistically significant differences between the arithmetic means of degree ranks of the post-evaluation and the tracing scale for the experimental group on the psychological-alienation scale. This means that the program contributed to the reduction of psychological alienation among the members of the experimental group and this effect continued for one month after the implementation of the program, which confirms the effectiveness of the program in achieving a degree of success in the treatment of psychological alienation among refugee students.

Discussion and Conclusions

The researcher attributes the findings related to the effectiveness of the realistic counseling program in reducing the self-alienation to the various activities and training included in the program and to the positive treatment of Syrian refugee students, in addition to the positive relationships between the refugee students themselves. The counseling and guidance process in realistic therapy also provided students with different skills that enabled them to coexist, integrate, face the reality and control their current circumstances. So, realistic therapy is a method of guidance used to create meaningful habits and relationships, where through those relationships, people will learn skills that help them find happiness (Wubbolding, Brickell, Imhof, Kim & Al-Rashidi, 2004).

The program provided social support to refugee students by incorporating them into counseling sessions, which showed clearly the eagerness of refugee students to be present at the time of sessions, through their expressions, about the importance of these sessions to them. Due to the findings of the study of Chubdari, Kazemi & Pezeshk (2015), reality therapy is believed to contribute to the reduction of oppositional defiant disorder symptoms among the students, rendering it as an effective intervention method.

The counseling program contained realistic methods and ideas to deal with the different life situations, as well as the reality concept that emphasizes the importance for students to live with reality as it is and the need to deal with it successfully in order to reach their goals. Also, the responsibility concept is considered a fundamental concept that requires refugee students to take responsibility for their words and actions without blaming others or accusing others for justifying their behaviors and without causing harm to themselves or to others. In addition, it focuses on the hope for future, which makes them avoid the past experiences and deal with current situations more effectively and actively. Glasser mentioned that reality therapy is a treatment that leads towards reality and adheres to success in the physical and mental aspects of the real world, by helping students face the reality and satisfy their needs in responsible ways (Glasser,1998)

The counseling program included emphasizing the importance of utilizing the self-capabilities of refugees and their responsibilities for planning and preparing plans in accordance with the different situations and by adhering to these plans as much as possible, which helps students deal with the life situations they face realistically. The study of Vahidiborji, Jadidi & Donyavi, (2017) emphasized the effectiveness of realistic therapy in increasing general consistency, as well as emotional, social and educational adjustment among adolescents. The study of Caterin (2008) found the effect of reality therapy-based group counseling on self esteem.

Throughout the counseling sessions, the focus was on drawing the attention of refugee students to the ways they can use to identify and interpret situations and events and training them on using realistic ways to recognize events in order to perceive them as they are, away from downsizing or intensifying; therefore, they can deal with them realistically and acceptably. The program also concentrated on the development of social responsibility by replacing irresponsible behaviors with responsible and socially acceptable behaviors.

Focus was also placed on the skill of building plans and on the decision-making skills. Therefore, reality therapy is considered a special type of learning and training through which the counselor tries to achieve in a relatively short period what needs to be achieved and established during the whole period of natural growth (Fereydouni, Omidi & Tamannaeifar, 2019).

During the guidance sessions, emphasis was on the importance for students to implement the different concepts of realistic therapy in their daily lives. It was noticed that the students showed a high degree of interaction with the various activities and discussions during the guidance and counseling sessions, which contributed to that they benefited from the counseling program in the reduction of their self-alienation level.

The study results showed that the method of realistic therapy had a positive impact on the reduction of self-alienation degree among the Syrian refugee students. The counseling program also contained realistic methods and ideas to deal with the different life situations, such as the reality concept which emphasizes the importance for an individual to live the reality as is it is and deal with it successfully to reach the desired comfort. The realistic treatment program trained them on methods that develop their abilities to tolerate difficult living conditions and psychological pressures, resist frustration from surrounding circumstances, whether being personal, family, social, economic crises or war-related. The program helped students build loving relations with others, a good family atmosphere and feelings of safety and reassurance. The study of Khaleghi (2009) showed that group reality therapy has impacts effective in increasing mental health and happiness of high-school female students.

In addition, the program provided students with the right environment to express their feelings and emotions, which reduced their level of psychological alienation and created for them a good psychological environment that helped them overcome problems. This result agreed with the result of Vahidiborji, Jadidi & Donyavi, 2017) in relation to the effectiveness of realistic therapy in

treating psychological problems and improving psychological adaptation.

The researcher believes that the continuity of the counseling program effectiveness in reducing self- alienation among the members of the experimental group is another positive result, Reality therapy makes students understand that they have chosen the current situation and hence they have to accept responsibility. The reality therapy method teaches students to choose their own situations and accept their responsibilities. They are also taught to choose better situations and helped to have better choices, this therapeutic method will make students become responsible. The results of the study of Chubdari, Kazemi & Pezeshk (2015) indicated the effectiveness of reality therapy in reducing oppositional defiant disorder symptom among students.

The results of the study of Vahidiborji et al. (2017) indicated the effectiveness of reality therapy in increasing overall consistency, as well as emotional, social and educational adjustment. Reality therapy according to Vahidiborji et al. (2017) can be used as an effective method to increase adjustment among adolescent girls. Responsibility is considered a fundamental concept that calls individuals to take responsibility for their opinions, actions and attitudes. Individuals shouldn't transfer their actions and attitudes to others or blame others to justify their own behaviors. It also importance to focus on the current behaviors of students, which makes them more dynamic and reliable to face problems, avoid past experiences and deal with current situations in a strong and active way, without ignoring them. The study of Farnoodian (2016) concluded that group reality therapy is influential in promoting the mental health and self-esteem of students.

Recommendations

- Using realistic therapy in reducing psychological alienation among students, considering different samples.

- Using realistic therapy by counseling program, to treat different psychological disorders.

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